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ABSTRACT

This paper is the narrative portion of a workshop presentation on lesson planning and materials development for ESL instruction. The specific materials and lessons which were demonstrated and which are discussed in this paper, had been designed and used in English as a Second Language classes for students ranging from Kindergarten to eighth grade in a Title I program in New York City. Six areas are dealt with: (1) Lesson Planning; (2) Classroom Routines; (3) Independent Activities; (4) Games; (5) Poems, Rhymes and Songs, and (6) Creating and Adapting Materials. The suggestions emphasize the development of communicative competence by the use of functional language in meaningful settings. Activities are discussed which facilitate the use of communicative language in the classroom. Materials are recognized to be most effective when they are prepared or adapted for a particular group of students with particular language needs. All the areas discussed are accompanied by sample exercises, dialogues, games, songs and other activities.
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MATERIALS DEVELOPMENT AND LESSON PLANNING FOR ELEMENTARY SCHOOL ESL INSTRUCTION

Workshop Presentation by Joanne Bisagna

@ Joanne Bisagna

As teachers of English as a Second Language, we are responsible for developing the communicative competence of students in our classes. The lessons and materials for achieving this goal which will be shown here have been proven successful in elementary ESL classes in New York City, and are especially for oral communication skills. Yet we cannot assure success with them, nor is it advisable that you use them exactly as they are and expect the same results that we experienced. The key word in materials development is "adaptation." You should be thinking of ways to adapt the materials we present to you today for use in your particular classes, and for your particular students.

The most appropriate and effective materials are made with the needs of particular students in mind; what we have here today will only be helpful if you are able to modify them to meet your own students' linguistic needs.

Textbook writers do not write with your students in mind. Commercially prepared materials are designed for an abstract, anonymous audience. Your students are individuals and have individual learning styles, experiences, interests and needs. You know what is suitable, adaptable and potentially interesting to your students. You know what they will respond to. Therefore it is your responsibility to tailor as well as to invent materials for them.

Of course, teachers are individuals, too! What one teacher finds indispensable or exciting may be unappealing or boring to another. Teachers should choose and use materials that they themselves find attractive, interesting and compatible with their likes and, of course, which fit the students' needs.

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A brief description of the program in which these materials were developed is necessary to provide you with the context for their use.

The ESEA Title I Non-Public School English as a Second Language Program operates on a pull-out basis. That means that students leave a regular English-language classroom to receive ESL instruction for one period a day, two or three days a week. The groups are small and emphasis is placed on individualized attention. Students range from Kindergarten through eighth grade and their language backgrounds are varied -- there were 23 languages represented in 1977.

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LESSON PLANS

The model lesson which follows incorporates many features of good planning for elementary level ESL instruction.

It is based on a knowledge of the developmental needs and abilities of young children; realia and concrete experiences are an important part of the lesson. It moves quickly from one activity to the next, in keeping with the attention span of six-year olds, yet the activities are all related. It moves from the known (names of ornaments) to the unknown (prepositions). It reinforces a well-defined set of a few linguistic items (only three prepositions) but in a number of interesting and motivating ways.

CLASSROOM ROUTINES

The following pages describe ways of incorporating routines into the ESL class for a dual purpose: classroom management and linguistic development.

Routines in an elementary school classroom are indispensable for the effective accomplishment of many tasks. They are especially worthwhile in an ESL elementary class, where students of limited English skills feel the need for predictable, manageable tasks. To have the satisfaction of performing well is important for a sense of self-esteem and routines provide a means of assuring this satisfaction, at least in familiar situations. Routines facilitate teaching by allowing for an uninterrupted pace and smooth transitions; they facilitate learning by providing repetition of known materials and a "safe" environment for practicing new material. Students are usually more relaxed when they know what to expect, and a relaxed student will be more likely to express himself and to use the language without fear or embarrassment.

NYS ESOL BEA
October 20, 1978

J. Bisagna

MODEL ESL LESSON - CHRISTMAS SEASON

The group had four students ranging from first to third grade. Your lesson had the following segments:

1. "Good morning; How are you?" chain drill.

2. Calling the roll. You capitalized on this activity by asking routine questions such as, "How many girls are here?" to which students have been taught to respond, "There are ___ girls." "Is Yolanda here?" "Yes, I am." "Yes, she is." This was an excellent example of the success of regular and consistent routines. Your students respond to a series of hand signals and gestures which save time and communicate cues for self-correction effectively. These signals are also evidence of consistency and clarity in your teaching.

3. Reciting the date, counting the days until Christmas, using the large calendar on the door.

4. Listening to "Follow the Leader" song on record; students perform actions as directed by singer.

* 5. Reviewing names of Christmas ornaments by means of a beanbag game: the child to whom the beanbag is tossed must name the ornament.

* 6. Practicing same vocabulary by "What do you have?" chain drill, using cut-out pictures of the items.

* 7. Question-answer drill using Christmas vocabulary and prepositions ("Where is the candy cane?" "On the tree.") Your questions were carefully controlled to elicit repetitive responses, for example,

"Where is the star?" "On the tree." "Where is the bell?" "On the tree." "Where is the angel?" "On the tree."

You graded your questions and asked "What is under the tree?" before asking "Where are the presents?" This subtle control of questioning allowed your students to hear the practice word "under" before they were required to use it in a sentence.

* 8. You continued drilling prepositions (on, under, next to) using brightly colored gift boxes. ("The yellow box is under the blue box.") The language practice was the same but the boxes provided a motivating and interesting change of focus.

* 9. You distributed a ditto of connect-the-dots (of a Christmas bell) which students colored. This provided the opportunity

10. to work individually with one student at the Language Master at rear table while other students colored. Students heard and repeated at least two or three sentences like the pattern, "The star is on the Christmas tree."

11. Quick review of prepositions with boxes. You detected that one boy experienced some confusion between "on the" and "under the". We discussed probable linguistic interferences and some ways of approaching instruction on these items.

* 12. You played a Tic-Tac-Toe game in which students are allowed to place the "X" or "O" cards only after correctly answering a question using the practice vocabulary and structure.

13. You distributed a ditto picture of Santa Claus which pupils colored. You had cotton balls for the beard.

* 14. Students lined up for dismissal in response to a sequence of directions such as "Put the blue box next to the white box, point to the candy cane, and hop to the door."

This lesson combined many positive features: careful language control, meaningful and enjoyable situations, individualized instructions, use of attractive and interesting materials, and above all, a clear aim presented in a number of ways. You maintain a warm and supportive climate and good rapport with your students. There is a well-defined sense of responsibility and achievement among the pupils.

MAKING EVERY MINUTE COUNT: ROUTINES IN THE ENGLISH AS A SECOND LANGUAGE CLASS

by

Joanne Bisagna

When ESL instruction is conducted on a pull-out basis and students go to an ESL class only two or three times a week for forty or fifty minutes, every minute of that limited time becomes valuable and precious.

Teachers who want to do the most for their ESL students, plan for and use every minute they possibly can for productive, structured activity and conversation. From the moment they meet their students at their classroom door to bring them to the ESL room, until the pupils go back to their regular class, these teachers take advantage of every opportunity for language development.

WALKING TO THE ESL CLASS

A group that has to walk any distance to reach the ESL classroom can verbalize about their "trip." In one school, the teacher questions the class or individuals about what they are doing or what they should do next. Different grammatical forms are used:

1) Teacher: What do we do here?
   Students: We stop at the bottom of the stairs.

2) Teacher: Where will we go next?
   Students: We will go through the auditorium.

3) Teacher: What are we doing now?
   Students: We are going downstairs.

Of course, this question-answer practice should be preceded, if necessary, by simple listening practice for the first few days, or even weeks, in which the teacher gives directions and students respond: Turn right, stop at the bottom of the stairs, etc.

Before leaving ESL the students can say what they will do on their return trip: First we will go upstairs, then we will go through the auditorium, then we turn left, etc.

SETTLING DOWN

Every teacher knows that it takes a class a few minutes to be seated, put books away, hang up coats, etc. These minutes can be utilized in any of the following ways:

1) Have the chairs arranged in the shape of a letter of the alphabet. Children must identify the letter before they may sit down.

2) Have desks marked with some sort of identifying object, e.g. a letter, a number, a word, a shape, etc. Give students a matching object when they come in. They must find the object that matches their own and sit in that chair.

3) Some teachers place name tags on the desks and students must locate their own name to find where they must sit.

   Students' folders may be used in place of name tags.

4) Without giving students any material object to match, direct them to their seats by verbal instructions, e.g., "Sit in the chair with the red star," "Find the eraser and sit in that chair," or "Sit where you see the number eleven."

TAKING ATTENDANCE

Teachers can capitalize on this routine activity by demanding more than a simple "Here" or "Present" as a response to a student's name. The response can be varied from time to time or it can be constant throughout the year, especially if there is one grammatical item that needs continuous drill.

These are a few suggestions for attendance-taking dialogues:

1) Teacher: Is Jose here?
Student: Yes, I'm here. (or Yes, I am.)
Teacher: Is Rosa here?
Student: No, she's absent. (or No, she isn't.)
Teacher: Is Maria here?
Student: Yes, I'm here.
etc.

2) Teacher: Is Mario here? (to another student)
Student: Yes, he's here.
Teacher: Where is he? (or Where is he sitting?)
Student: He's next to Rosa.
Teacher: Is Tony here?
Student: Yes, he's here.
Teacher: Where is he?
Student: He's in front of me.
etc.

3) Teacher: Where is Jose?
Student: Here I am.
Teacher: Where is Edward?
Student: Here I am.
etc.

4) Variations on "Good morning" greetings:
Teacher: Where is Jose?
Student: Here I am.
Teacher: How are you today?
Student: I'm fine, thank you.

(Variation)
To the tune of "Frere Jacques"
Where is ____? Where is ____?
Here I am, here I am.
How are you today?
I am fine, thank you. How are you, how are you?

(Variation)
While teacher takes attendance silently, students perform a chain drill greeting, repeating the following dialogue to the student in the seat next to them:
Student 1: Good morning, Jose. How are you today?
Student 2: Fine thank you. How are you?
Student 1: Fine thank you.
Student 2: Good morning, Rosa. How are you today?
Student 3: Fine thank you.
etc.

5) Teacher: Is J.V. here?
Student: Yes, I am.
Teacher: (to another student)
What are Juan Velazquez' initials?
Student: J.V.
Teacher: Is R.M. here?
Student: Yes, I am.
etc.

GIVING OUT FOLDERS AND OTHER WARM-UPS

Every day a different child should be responsible for getting the group's folders and distributing them. This student can hold up a folder and say, "Whose folder is this?" (or "Whose is this?") The response is, "That's mine," or "Mine," etc.

Any other opening routines which a teacher feels are necessary or desirable should be as verbal as possible to provide a warm-up period for students in which they can use familiar words and structures in a confidence-building, successful way.

In one first-grade class, the Group Sign is changed at the beginning of the period. A child holds up a series of cards with Group numbers on them and asks the class, "Is this Group One?" or "Are we Group One?" The class responds, "Yes" or "No" in a full sentence.

Changing the calendar, describing the weather and telling the time, are other warm-up activities.

GETTING ON LINE

1) Call students to get on line using ordinal numbers: Carlos, you're first; Jose, you be second; etc.
Teacher asks class: Who is first? second?
Class responds with a full sentence.
Students tell what position they are in: I'm first, I'm third, etc.

(Variation)
Call students using ordinal numbers, but in mixed-up order, i.e. John, you're third; Rosa, you're second, etc. Students have to leave appropriate spaces when they get on line.

2) Call students to get on line using prepositional phrases, "in front of," "in back of," "between," etc.

Teacher asks class questions such as, "Who is in front of John?" Class responds with a full snetence: "Edward is in front of John."

Students tell where they are, using these terms: "I am in front of John and in back of Rosa."

3) Call students to get on line by giving a series of commands, e.g. "Put this ruler on my desk, push your chair in and hop to the door." Students must perform all activities in correct sequence in order to get on line.

4) Call students by referring to one of their distinguishing characteristics. They must listen carefully to know if you are speaking of them: "If you are wearing gold earrings, please get on line," "if your initials are M.V., please get on line," "if your brother is in the third grade, ...," " "if you have a blue pencil-case, ..." etc.

5) Ask students to get on line in alphabetical order and let them find their places without assistance. Then they say their names and the first letter (or letters, if necessary), e.g., Brenda- B, Carlos - C, John - J, Robert - R, etc.

This system cannot be used every day since it becomes unfair to the student who is always last and will eventually become boring and lose its effectiveness as a means of structuring the last minutes of class.

In order to avoid arbitrariness in assigning students places on line and to avoid situations in which one student "happens" to be chosen for first place three days in a row or where the pupils whine and argue over being last, some teachers use the following system of rotation. It is fair and helps students accept the idea of waiting one's turn by concretizing the process of turn-taking in visual symbols.

6) Have students' names written on a long piece of oaktag posted on or near the door.

They get on line according to the order of their names on the chart, which is rotated on a daily basis. The one who was first yesterday (John) must cross his name off the top and write it on the bottom, thus becoming last on line. The one who was second on line yesterday (Rosa) is now first. Tomorrow Rosa will cross her name off and take last place, thus allowing the next person a turn to be first.

This is the way the chart will look on four consecutive days.

John	~~John~~	~~John~~	~~John~~
Rosa	Rosa	~~Rosa~~	~~Rosa~~
Edward	Edward	Edward	~~Edward~~
Tony	Tony	Tony	Tony
Marie	Marie	Marie	Marie
	John	John	John
		Rosa	Rosa
			Edward

This system is particularly useful for young children who need practice in writing their own names. It provides practice in reading not only one's own name but the names of the other students in the class.

(Variation)

Instead of a stationary wall chart, which has to be replaced from time to time, use movable cards or name tags in a rotating system, either vertically, as above, or horizontally:

John Rosa Edward Tony Marie

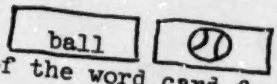
These cards should be mounted on a pocket chart. Students move them according to the system outlined above.

ESL INDEPENDENT ACTIVITIES

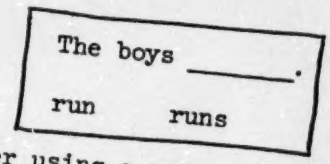
These activities can be completed by students working alone, or in pairs, with a paraprofessional or peer tutor, or for homework. They should be self-correcting, that is, students should be able to get immediate feedback on their responses.

I. READING

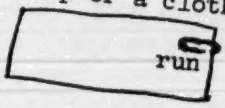
1. Match cards with words and pictures.
   The picture of a ball should be on the back of the word card for self-correction.



2. Multiple choice.

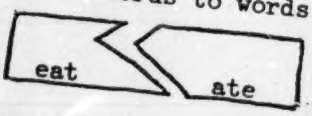


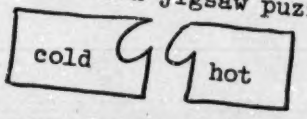
   Students mark their answer using a paper clip or a clothespin. The correct answer is on the back of the card.



3. Match words and pictures.
   Using clothespins with words written or clipped on, students match the words to picture cards, picture wheels, or picture charts.

4. Match words to words or words to pictures with jigsaw puzzle pieces.





If cards fit, answer is correct. Possible variations: antonyms, homonyms, past and present tenses, synonyms, etc.

II. SPEAKING AND LISTENING

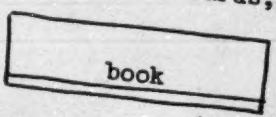
Card Readers, such as the Bell & Howell Language Master, are invaluable. The "instructor" track remains available as a self-correcting device, for repetition exercises. (The student listens to the "instructor," records his own voice, listens to it, listens to the instructor again, repeats his responses if necessary.)

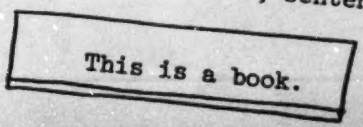
Cards can be taped in several ways and used for a variety of tasks:

1. Repetition. Instructor: a helicopter. Student: a helicopter.
* 2. Expansion. Instructor: helicopter. Student: This is a helicopter.
* 3. Transformation. Instructor: They are flying. Student: They were flying.
* 4. Question-answer. Instructor: What time is it? Student: It's one o'clock.

* not self-correcting, because instructor track is different from student's response.

Pictures may be featured on the cards, as well as words, phrases, sentences.





J. Bisagna

GAMES

If the purpose of ESL instruction is to develop pupils' communicative abilities in English, then it seems obvious that language practice should take place in natural communication settings as much as possible. Games are an excellent means of creating those settings.

The word "game" here refers to any activity with a given structure or set of rules which reinforces language learning in an atmosphere of relaxation, fun and authentic communication.

A game may be as complex as a team competition with formalized rules and procedures or as simple as role-playing with a few props.

Sometimes a very subtle shift in materials or technique means the difference between a boring, mechanical drill and a real communication. The artificial nature of drills can often be modified by a simple change of emphasis or change in one detail. For example, the following drill was observed in a second-grade ESL class:

(large poster of farm animals displayed)
Teacher: Is the cow in the barn?
Student: No, it isn't. It's in the field.
Teacher: Is the horse in the barn?
Student: No, it isn't. It's in the field.
Teacher: Is the cat on the porch?
Student: No, it isn't. It's on the fence.

Apart from the question of whether the language used is "lifelike," that is probably used by native speakers (in an urban settings!), this drill is not communication for the simple reason that the teacher, as well as the students, can see the poster, and knows the answer to every question. The focus is on form, not meaning.

The element of meaning can be introduced by the technique of covering, hiding or turning over the farm animal poster after students have studied it for a few minutes, thereby turning the drill into a Memory Game.

(poster hidden)
T: Is the cow in the barn?
S: No... Yes... No, it isn't.
T: Where is it?
S: It's in the field.
T: Come up here and take a look. See if you're right.
S: (looks at poster without letting others see it)
I'm right!
T: Is the cat on the porch?
S: No, I think it's on the fence.
etc.

The drill has the advantage of uninterrupted repetition of the target structures.

The "game" differs from the drill in several ways:

1) The emphasis, from the point of view of the children, is not on mere repetition or transformation skills, but on the content of the question.

2) The students' memory is involved; the game is challenging on a cognitive level.

3) The element of recall adds interest and sustains attention. The game could be carried on for a much longer time than the drill without becoming boring to the students.

4) Students can ask each other questions or they may ask the teacher, since all participants have equal access to the answers and the questions do not have to be framed with a specific answer in mind.

The use of materials which have the appearance of games is a very easy way of transforming otherwise unsatisfactory drills into activities of sustained and interesting language use. To drill vocabulary which has already been presented, a spin wheel (made from a paper plat with a cardboard spinner) can be a boon to any lesson. Bingo Cards, Tic-Tac-Toe Charts, Steps and Ladders Board Games are all formats which are marvelously adaptable to a number of linguistic uses and a welcome change of pace in the classroom. What student would not rather play a game of Bingo than do a repetition or substitution drill? Yet they serve the same purpose. The game offers motivation to the student and at the same time it provides language practice as structured as a drill. If our students are to use English, then our choice of materials is vital in stimulating the use of English.

J. Bisagna

GAMES IN THE ESL CLASS

Adaptations of a variety of well-known games can be created for almost every age and language level. Sometimes the addition of a pair of dice or a spin-wheel can make an otherwise dull activity become a language situation that students wish would go on and on!

Some popular stand-by's are:

BINGO	CONCENTRATION	LOTTO	CANDYLAND
GO FISH	OLD MAID	TIC-TAC-TOE	PASSWORD

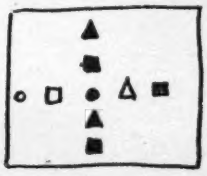
An interesting way of giving students the opportunity to practice new vocabulary is with a game of Bingo.
The "caller" picks items at random and says, "Who has a (green circle)?" The others look at their cards to locate the item, and say, "I have a (green circle.)" They must say the sentence in order to get a marker.

BEGINNER'S BINGO

Play Bingo with Kindergarten or first-grade students using small cards at first, gradually increasing the complexity. Smaller cards are also useful when you don't want to spend more than a few minutess on the game.

same shape
different colors

same color
different shapes



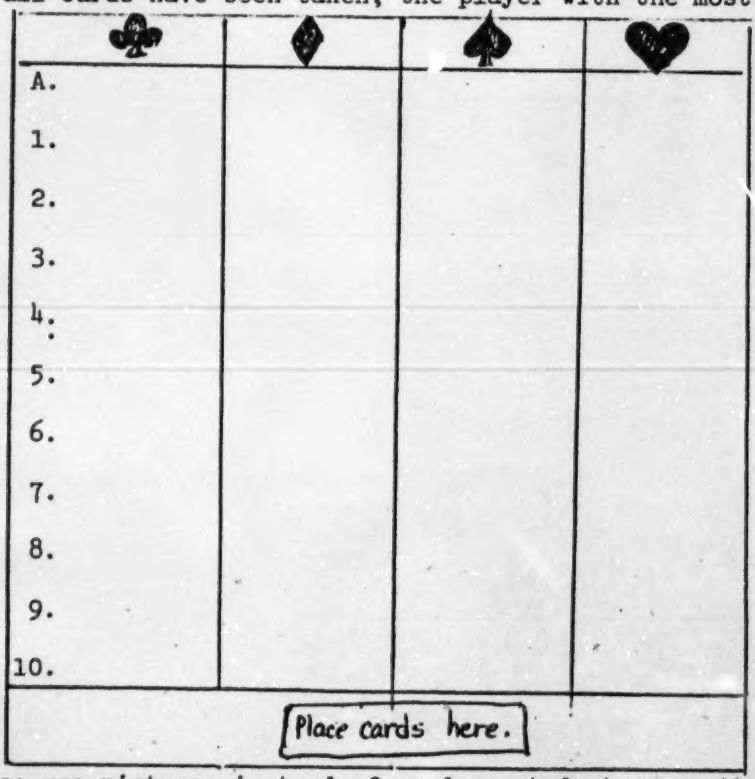
different colors
different shapes

TIC-TAC-TOE

Make a Tic-Tac-Toe Board on a pocket chart or using oaktag or poster board. Fill in the slots with cards that are related to a particular linguistic skill. Students hold "X" and "O" cards and place them on the board when they give the answer required. Some suggestions: picture cards - students must name them; word cards - students must read them; word cards - students must use them in sentences; verbs in present - students must change them to past, etc.

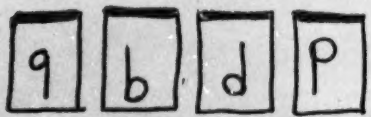
Directions for Card Game

1. Use only the aces and number cards from a regular deck of playing cards.
2. Place the deck on the board.
3. First player takes a card and reads the number and suit. (6 of hearts)
4. Player locates the sixth words in the hearts column and reads it, or performs the necessary task. If the player is successful, he keeps the cards. If he is unable to give the correct response he places the card at the bottom of the deck on the board.
5. Players take turns.
6. When all cards have been taken, the player with the most cards wins!



Variations: use pictures instead of words - students name them; or synonyms, antonyms, forms of verbs, etc.

ALPHABET CARD GAME:
Materials: 52 cards - 26 capital and 26 lower-case letters, or 26 printed and 26 cursive.
8 cards each are dealt to 2, 3, or 4 players. The remainder are put on the table. Proceed as in Rummy. Pick up one card from the table and discard one. The object is to get 4 pairs of matching letters, or 8 cards in alphabetical order.
For older students: use word cards in alphabetical order, 2 for each letter.



Cards may be marked at the top to avoid duplication or confusion by upside-down letters.

J. Bisagna

POEMS, RHYMES AND SONGS

Poems, rhymes and songs can be used to advantage in ESL instruction at any grade and language level. Reciting or singing can be both linguistically and psychologically rewarding. Students can improve their intonation, stress and rhythm by learning carefully chosen poems and songs. They can increase their vocabulary (passive as well as active), develop a sense of rhyme, and practice useful grammatical structures. Very often, the words of a song are memorized and used for reference on grammatical or lexical points later on. American folk songs and contemporary songs, nursery rhymes, and popular and classical poems are a repository of American culture. Students can learn about traditional and current customs, events and attitudes, through songs and poems. Their becoming bicultural as well as bilingual depends on the degree of assimilation of common literary and cultural knowledge. No less important are the rewards of participating in an activity that is fun, non-threatening and group-oriented.

There are some things to keep in mind when selecting poems, rhymes or songs for the ESL class. They should be simple and easy enough to be learned as part of a lesson. The words and grammatical structures should be appropriate to the level of the students. They should have some linguistic or literary and cultural value, that is, use real, spoken language forms, be commonly known by native speakers, or have some literary merit.

Students usually enjoy singing or reciting rhythmically and the repetition of a well-chosen song or poem can be tremendously successful as a means of language practice.

ADVENTURES OF ISABEL
by Ogden Nash

Isabel met an enormous bear;
Isabel, Isabel didn't care.
The bear was hungry, the bear was ravenous,
The bear's big mouth was cruel and cavernous.
The bear said, "Isabel, glad to meet you.
How do, Isabel, now I'll eat you!"
Isabel, Isabel didn't worry.
Isabel didn't scream or scurry.
She washed her hands and straightened her hair up.
Then Isabel quietly ate the bear up.

WHEN I WAS ONE
by A. A. Milne

When I was one, I had just begun.
When I was two, I was nearly new.
When I was three, I was hardly me.
When I was four, I was not much more.
When I was five, I was just alive.
But now I am six, I'm as clever as clever,
So I think I'll be six now forever and ever.

PRESENTS
by Marchette Gaylord Chute

I wanted a rifle for Christmas,
I wanted a bat and a ball,
I wanted some skates and a bicycle,
But I didn't want mittens at all.

I wanted a whistle, and I wanted a kite.
I wanted a pocketknife that shut up tight.
I wanted some books, and I wanted a kit,
But I didn't want mittens one little bit.

I told them I didn't want mittens,
I told them as plain as plain,
I told them I didn't want mittens,
And they gave me mittens again.

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Joanne Bisagna

The words from "My Favorite Things" provide a good drill for plurals:

Raindrops on roses and whiskers on kittens,
Bright copper kettles and warm woolen mittens,
Brown paper packages tied up with strings,
These are a few of my favorite things.

Cream-colored ponies and crisp apple strudel,
Doorbells and sleighbells and schnitzel with noodles,
Wild geese that fly with the moon on their wings,
These are a few of my favorite things.

When the dog bites, When the bee stings,
When I'm feeling sad,
I simply remember my favorite things,
And then I don't feel so bad!

Girls in white dresses with blue satin sashes,
Snowflakes that stay on my nose and eyelashes,
Silver white winters that melt into springs,
These are a few of my favorite things.

-- Rodgers and Hammerstein

J. Bisagna

CREATING AND ADAPTING MATERIALS

The ESL teacher must often be a collector, an inventor, an editor, and above all, an imaginative and creative talent in locating and using materials for elementary ESL classes.

Textbooks offer some guidance and a few can be followed closely with good results, but even the best require some modification, expansion or deletion in order to meet the needs of particular students in a significant way. Editing, in the form of personalizing textbook material, is a frequent and necessary task.

"A picture is worth a thousand words" and a thousand pictures could never be enough in the ESL class. A current, constantly up-dated cross-indexed picture file is one of the essential tools of the trade.

Pictures illustrate meaning, stimulate conversation or writing, and allow for focused attention while listening. Teachers should save and scour magazines, mail-order catalogs, newspapers, postcards, photographs, food labels, calendars and other sources for pictures to use in class.

Of course, the best visual aids are real objects. The little extra time, effort and imagination it requires to bring the real thing into the classroom are well worth the trouble. Language used in connection with a real object is more easily remembered.

Scrap materials in the home and classroom can be turned into teaching aids: empty food containers for playing store, old rubber gloves for finger puppets, a flannel-backed table cloth for flannelboard cut-outs of the teacher's own design, are just a few.

Game boards or cards can be made with heavy paper or oaktag. The more colorful they are, the more students like them. These cards, and in fact all valuable pictures, should be mounted on cardboard or oaktag and preserved with clear adhesive paper or acetate coverings. This care will add to the visual appeal as well as to the useful life of these items.

Teachers should read the professional literature in the field of English as a Second Language for further ideas as well as periodicals designed for regular elementary school teachers. Women's magazines are also a frequent source of ideas for child-tested materials. Possibilities seem endless and ideas are everywhere if we are looking for them.

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